

REWARDS, BEHAVIOUR AND EXPECTATIONS @ RUSHEY MEAD ACADEMY

TOGETHER WE MAKE A POSITIVE DIFFERENCE



RUSHEY MEAD
ACADEMY



THE RUSHEY WAY 1-2-3

1) BE KIND...

TO EACH OTHER



TO STAFF



TO
YOURSELF

2) WORK HARD

DON'T
GIVE UP



ACT ON
FEEDBACK



TAKE
PRIDE

3) DEVELOP YOUR
WHOLE SELF

LEADERSHIP



SPORTS
AND THE
ARTS

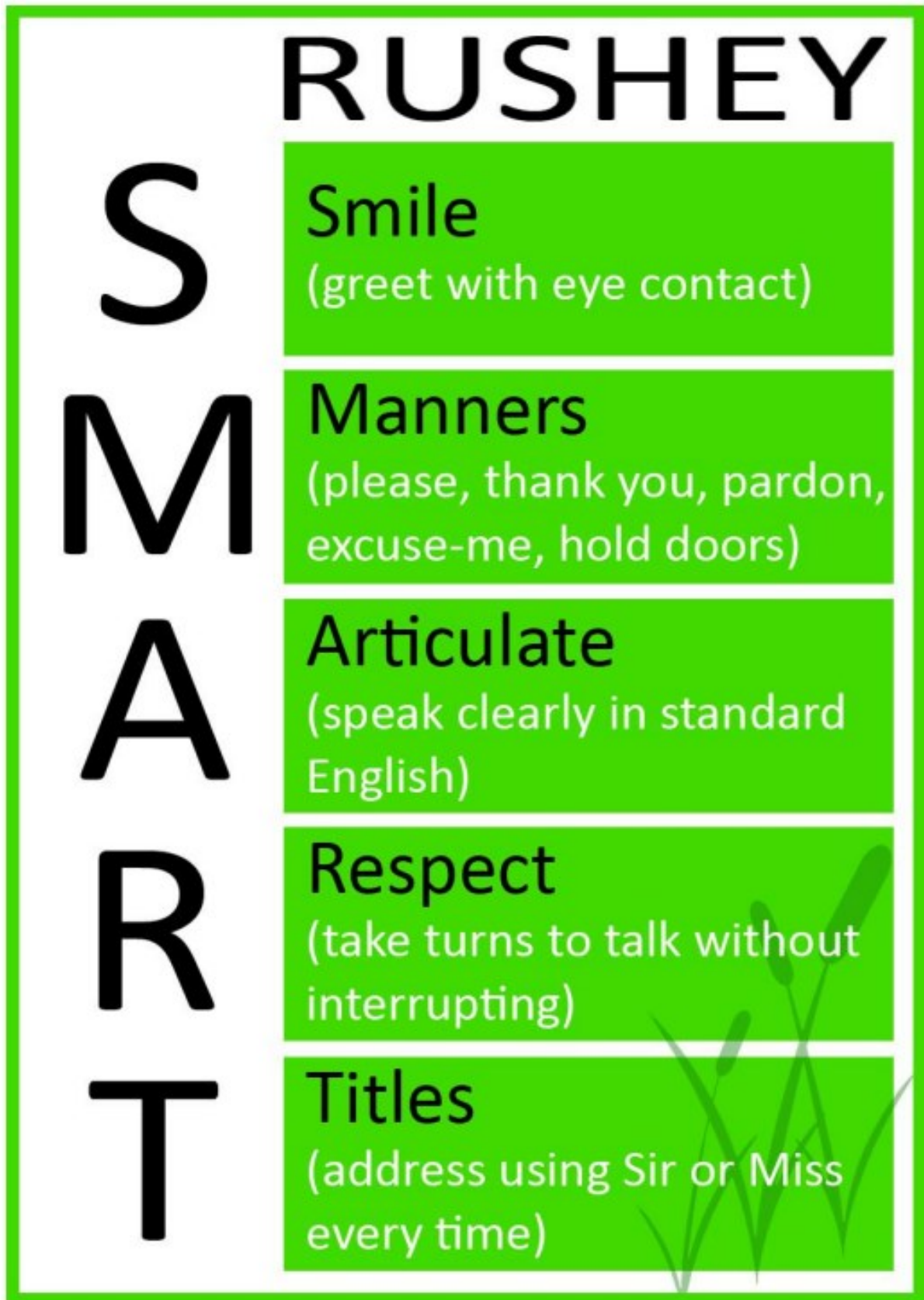


CHARITY

MAKE A POSITIVE DIFFERENCE

Rushey SMART

At Rushey Mead Academy we want our students to be successful both academically and socially so they leave us as polite well-mannered British citizens and contribute positively to society. We also understand that they will be in a competitive market and being socially SMART and displaying good manners is essential.

A poster with a green border. At the top right, the word 'RUSHEY' is written in large, bold, black capital letters. To the left of this, the letters 'S', 'M', 'A', 'R', and 'T' are stacked vertically in large, bold, black capital letters. To the right of each letter is a green rectangular box containing text in white. The text in the boxes describes the meaning of each letter: 'S' for Smile, 'M' for Manners, 'A' for Articulate, 'R' for Respect, and 'T' for Titles. In the bottom right corner of the poster, there is a faint illustration of green grass.

RUSHEY

S Smile
(greet with eye contact)

M Manners
(please, thank you, pardon, excuse-me, hold doors)

A Articulate
(speak clearly in standard English)

R Respect
(take turns to talk without interrupting)

T Titles
(address using Sir or Miss every time)

RUSHEY 1-2-3

We want our students to broaden their interests and to develop their personal qualities, by embracing our Rushey 1-2-3 Expectations of Be Kind, Work Hard, Develop your Whole Self. From the moment a student arrives at Rushey Mead Academy we ask them to live these expectations, so that it permeates in all that we do:

1. **Be kind** – We aim to develop respectful, tolerant students who are kind to everyone.
2. **Work hard** - We promote resilience, grit and determination as qualities to be admired and rewarded at school, as they will be in life. We expect our students to respond to feedback, improve and not give up. Our students will learn that success needs hard work and effort.
3. **Develop your whole self** – We want students to achieve more than just academic excellence. We encourage all students to develop themselves through our extra-curricular provision, so that they leave Rushey Mead Academy as well-rounded citizens who are equipped with the skills they need for life. We want them to develop their leadership skills, sporting talent, musical and dramatic ability. We expect them to raise money for charity and challenge themselves to try something new and unfamiliar. All of the experiences aim to develop a whole range of skills, which will help both to find rewarding jobs and to thrive more generally in later life.

RUSHEY REWARDS

Rushey Mead Academy uses a rewards system to recognise positive behaviour. The Rushey Rewards system looks to develop students not only in terms of academia but also their wider self through our 'Rushey Way 1-2-3' as mentioned above.

Rewards are given to students for acts of kindness they show within the school community on a Bronze, Silver and Gold tier based on the number of points achieved.

“Rushey 1” rewards are worth one point and can be given to students by any member of staff in school.

They are for **acts of kindness** with staff selecting the most appropriate match:

- * Supporting an upset friend
- * Assisting new students
- * Outstanding conduct in the community
- * Reporting an incident for the benefit of others
- * Exceptional politeness to staff
- * Offering to help staff (unprompted)
- * Supporting a charity

Hard work is also rewarded in this way, but is split into the individual subjects to recognise achievement in these areas and also to allow individual subjects to celebrate successes with the students.

'Rushey 2' rewards are worth one point and can be given to students by any member of staff in school. Staff select from one of the options for the most appropriate match:

- * Excellent contribution to class discussion
- * Exceeding expectations for class work
- * Excellent engagement
- * Going above and beyond
- * Trying their best
- * Challenging themselves
- * Classroom leadership
- * Resilience
- * High quality homework
- * Being proactive/well-organised

For both Rushey 1 and Rushey 2, when students reach a number of reward points they receive different tiers of rewards:

Level of Reward	Reward achieved
Bronze	Certificate
Silver	Certificate & x3 Lunch Queue Jump Passes
Gold	Certificate, x5 Lunch Queue Jump Passes & Free Food Voucher (worth the price of a meal but can be used on smaller snacks). For R2, Gold also gives the student a subject badge to wear on their blazer to show they have reached Gold standard in that subject.

The third strand, '**Developing Whole Self**' is rewarded through the 'Rushey Passport' with wider contributions recognised at a graduation ceremony with a university feel based on points achieved throughout the year.

To encourage healthy competition and a sense of teamwork, the divisional structure offers six major trophy rewards. The main champion is the division with the most reward points over the year but the wider events that divisions are involved in, are also recognised with trophies for Sport, Charity, Reading, Attendance and Quizzes, thereby allowing all students to contribute and know they are making a positive difference to themselves as well as the school community.

RUSHEY 3 PASSPORT

We encourage all students to develop themselves through our extra-curricular provision, so that they leave Rushey Mead Academy as well-rounded citizens who are equipped with the skills they need for life. The Rushey 3 passport ensures that all students will be rewarded for their non-academic achievements so that, as a school, we celebrate their successes beyond results.

Each time a student is involved in anything outside of the classroom, they will record this on their passport and will accumulate points towards a Rushey Graduation Ceremony. The opportunities range from:

Helping out at school evening events;

Being on the student council;

Attending a club each week;

Helping to organise a charity event;

Taking part in a school assembly or school production and many more, all of which are listed in the passport.

The more things students do in school and outside of lessons, the more points they will accumulate. The higher the number of points, the higher the level of graduation. This gives *all* of our students the chance to graduate with Rushey First Class Honours in our graduation ceremony at the end of the year.



Behaviour and expectations at RMA

At Rushey Mead Academy, we aim to promote an ethos of respect, understanding and support amongst our students, staff and parents. We believe that high standards of behaviour and expectations lie at the heart of a successful school and enables students to make the best possible progress in all aspects of their school life.

The most important function of the school is to provide effective learning and teaching for all pupils in a caring and well-ordered environment. With close to 1,800 students on site it is important that we foster a consistent approach, which clearly identifies what we expect and how we should respond when behaviour falls below our expectations.

We all have a responsibility to manage behaviour and relationships in a positive way. High standards of behaviour are expected from students at all times and we encourage them to develop self-discipline and self-control. Our experienced behaviour team help students to resolve their differences and conflicts in constructive ways, with the emphasis being on ownership of actions, reconciliation and forgiveness.

We aim to encourage children to accept responsibility for their own actions and try to help them understand the consequences of their behaviour and the reason why certain behaviour is unacceptable.

We seek your co-operation in supporting our behaviour policy, which is available to view on our [website](#).

If behaviour deteriorates after paying for an extra-curricular activity or trip, a student may be withdrawn due to bad behaviour in which case, a refund will not be issued and any monies paid will be forfeited.

CONSEQUENCES

Rushey Mead Academy uses a consequence system to support positive behaviour for learning in the classroom and around the academy site. If behaviour is not conducive to learning, then a graduated series of consequences are given as follows:

C1 (**Chance**) - Students have a chance to resolve any disruption to learning themselves.

C2 (**Choice**) - The teacher will give the student a choice, to follow instructions or receive a consequence.

C3 (**Consequence**) - 1 hour detention

C4 (**On—Call**) - Will result in removal from the lesson due to severe disruption of learning.

C5 (**in-house exclusion**) - only authorised by a member of the senior team.

C 1-5 System

C1 - Chance

C2 - Choice

C3 - Consequence

C4 - Call Out

C5 - Room

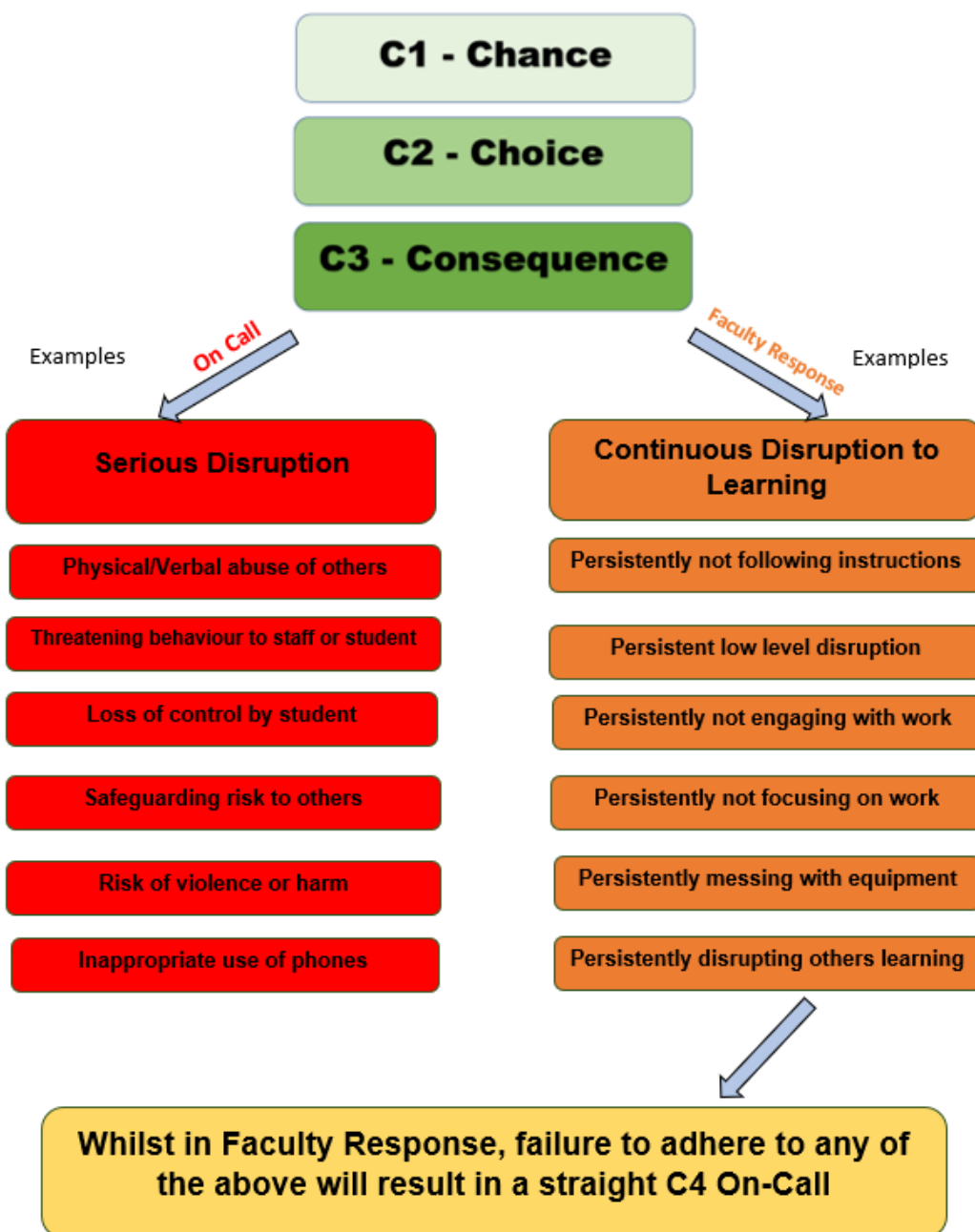
C3 Detentions

Should a student not adhere to the rules, they will receive a C3 - Consequence, which is a same day detention. This will run in the detention hall from 3.00pm-4.00pm. Parents/Carers will be informed via a text message. Students should behave appropriately at all times at Rushey Mead, but if they have an important appointment that day please ensure you reiterate this with the students as we would not want them to miss this due to a detention.

If a student still does not behave following a C3 - Consequence, then they may be moved from the classroom to another room using the In Faculty Removal system or taken to C4 on call room.

There is flexibility within the guidance based on a teachers' professional judgement and in response to the situation.

This is not an exhaustive list



Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list:

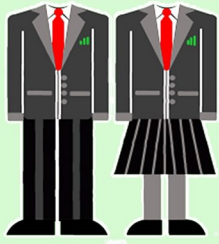
<p><u>Lateness and truanting</u></p> <p>Arriving late to line-up for the start of the Academy day (after 8.28am)</p> <p>Arriving late to lessons and activities during the Academy day</p> <p>Failing to attend lessons</p> <p>Walking out of lessons without permission</p>	<p>Disruption</p> <p>Distracting others from learning</p> <p>Talking when asked to work in silence</p> <p>Shouting out or making noises e.g. tapping, whistling</p> <p>Throwing things</p> <p>Wandering around the classroom without permission</p>	<p>Lack of correct equipment/uniform</p> <p>Failing to have the basic equipment as follows:</p> <ul style="list-style-type: none"> ü A strong sensible bag ü Two pens, a pencil, a ruler and a reading book, ID card ü PE kit, on days required <p>Forgetting or failing to complete homework.</p> <p>Failure to wear the correct uniform;</p> <p>Wearing jewellery other than that permitted as set out in the Uniform Expectations.</p>
<p>Non-compliance</p> <p>Failure to follow instructions given by a member of staff</p> <p>Rudeness to others including answering back and talking over a member of staff</p> <p>Chewing, eating or drinking in areas not permitted</p> <p>Refusing to complete a good standard of classwork or homework</p>	<p>Property damage/theft & littering</p> <p>Deliberate misuse, theft or damage/vandalism to the property of another student or a member of staff</p> <p>Deliberate misuse or damage/vandalism to Academy buildings, fittings or equipment</p> <p>Dropping litter within the building or anywhere on the Academy site</p>	<p>Off-site behaviour</p> <p>Demonstrating poor behaviour in the community</p> <p>Being impolite or discourteous to members of the public</p> <p>Being involved in unkindness or bullying to others when outside of school</p>
<p>Drugs</p> <p>Possessing, using, distributing, supplying or dealing in any banned or illegal drugs on site, or travelling to or from school or on an Academy visit, or trip or activity.</p>	<p>Alcohol, smoking, vaping materials</p> <p>Possessing, using, distributing, supplying or dealing in alcohol, smoking or vaping materials on site, or travelling to or from school or on an Academy visit, or trip or activity.</p>	<p>Offensive Weapons</p> <p>Carrying any offensive weapon on the Academy site, or travelling to or from school or on an Academy visit, trip or activity.</p>

Child on Child abuse – Rushey Mead Academy has a ZERO TOLERANCE approach to this

Any online abuse will be sanctioned in the same way as it would be if it happened at the Academy

<p>Harassment and sexualised behaviours</p> <p>Sharing inappropriate photos</p> <p>Upskirting</p> <p>Initiation/hazing type violence and rituals</p> <p>Sexual Harassment (verbal, physical, online)</p> <p>Sexual comments (lewd comments, calling someone sexualised names)</p> <p>Sexualised physical behaviour (e.g. deliberately brushing up against someone)</p> <p>Sexual violence</p>	<p>Verbal and physical assaults</p> <p>Using unacceptable language, or swearing particularly when directed at another student or staff member</p> <p>Inappropriate comments or behaviours towards other members of the school community</p> <p>Any outburst of aggressive, violent or threatening language or attack towards other members of the school community</p> <p>Fighting between students</p>	<p>Bullying and prejudice behaviour</p> <p>Using offensive language, actions or gestures towards a student or staff member, in relation to any Protected Characteristic including race, gender, religion, belief, disability, or sexual orientation.</p> <p>Online abuse of any kind</p>
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BEHAVIOUR FOR SUCCESS



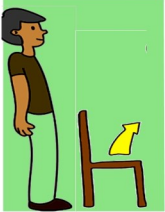
Wear correct school uniform



You must have the correct equipment everyday
-2 Pens
-1 pencil and 1 ruler
-1 reading book



Put your ID Badge on the table at tutor time, in cover lessons and when in C3, C4 and C5



Stand behind your chair at the end of every lesson

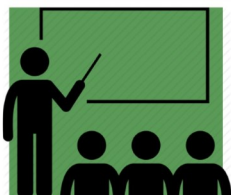


Line up in single file outside of the classroom and wait for the teacher before entering quietly

Always Show Respect



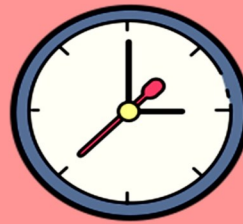
Be polite and respectful at all times



Always follow the teachers instructions first time, every time



No mobile phones or earphones visible on site at all times



Do not be late to lessons. If you are late, apologise and always present a note to explain



No swearing or inappropriate language at anytime



No chewing gum anywhere on site



Do not disrupt lessons



No visiting the toilet or filling up water bottles during lesson time ever, unless you have a medical note

No running inside the building



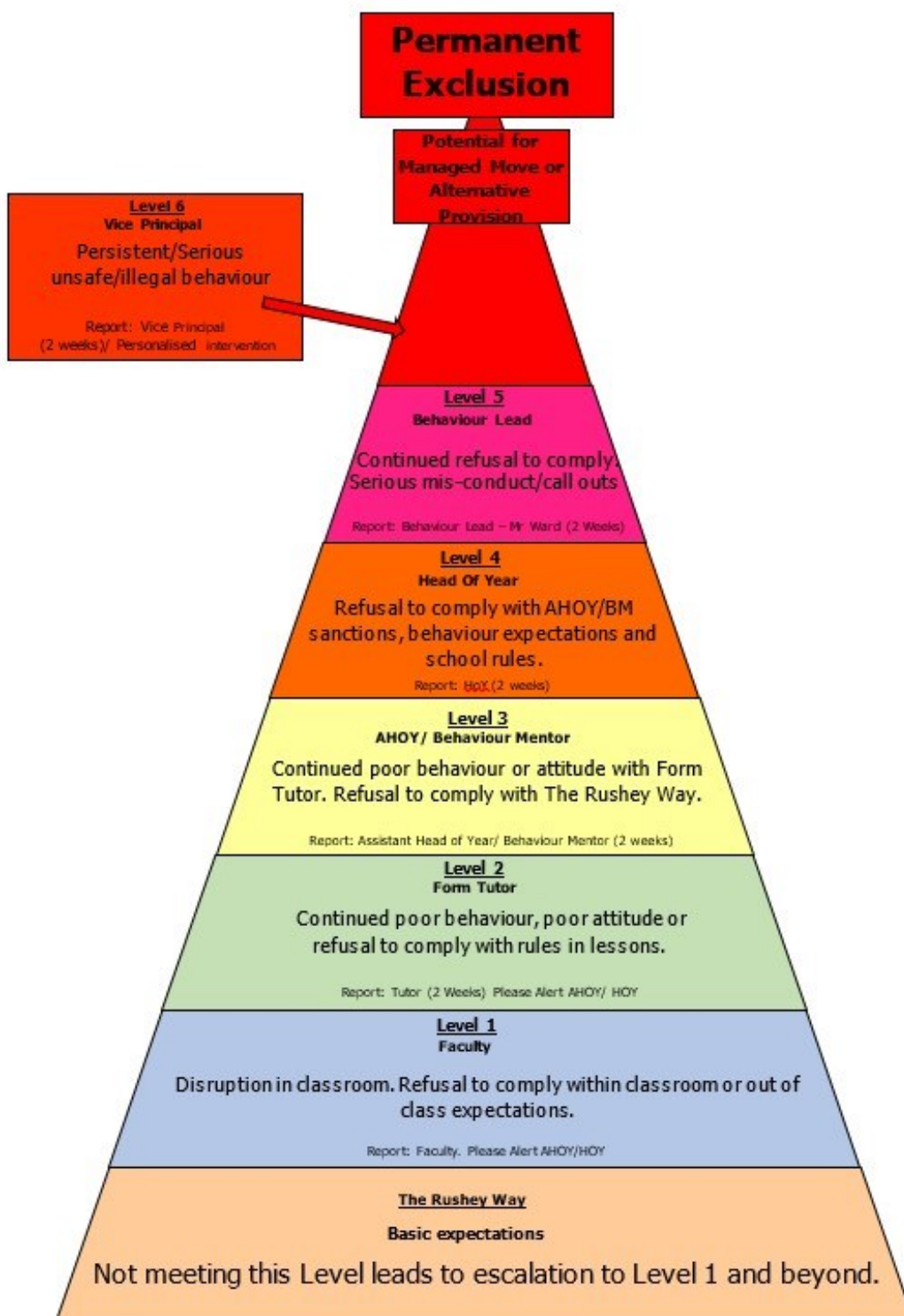
Do not drop litter



BEHAVIOUR REPORTS

Students whose work or behaviour is showing a cause for concern may be placed onto a "Behaviour Report". Where there are issues within multiple faculty areas students' will be placed on the most relevant report. This will give them the opportunity to focus on their behaviour and rectify this with the support of the school and parents/carers.

In situations where students are unable to do this successfully, this will then be escalated to the next level where further intervention and sanctions will be in place to support students. In conjunction with parents, we aim to give students the intervention and support to rectify any issues at an early stage.



ANTI-BULLYING

We encourage students to report all incidents of name-calling, including racist names, violence or bullying.

These incidents are taken very seriously and are recorded and dealt with swiftly as we work hard to make sure that students feel safe and secure at school. However, we are not complacent and know that bullying can happen in all schools and at all ages.



At Rushey Mead Academy, we constantly promote the virtue of kindness through Rushey1, Be Kind, through anti-bullying assemblies and through an annual anti-bullying week. In addition, we have PSHE sessions through Stop The Clock, anti-bullying ambassadors and a strong team of vigilant staff consisting of behaviour mentors in each year group. In addition we have recently introduced a taught, restorative curriculum encouraging key behaviours such as importance of being an upstander. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff, a parent or a trusted adult.

If you have concerns about your child, or the behaviour of another student, we ask that this is raised with the Assistant Head of Year in the first instance. **We discourage parents from trying to resolve matters directly with other parents or via social media channels.**

It is in the interest of the students to ensure conflicts are resolved as discretely and as quickly as possible.

Please help us by encouraging your child to tell someone if he or she is being bullied and please contact us straightaway so that we can deal with the issue as soon as possible.

Similarly, if you suspect your child is developing bullying tendencies, please let us know so that we can talk and take positive action to remedy the situation.

Students and parents can email safe@rushey-tmet.uk to flag any concerns or issues.

Child on child abuse

One of our most important values is Rushey 1 - Be Kind. We do not tolerate any peer on peer abuse, whether that be in person or online. Any issues will be taken very seriously and dealt with quickly and with appropriate severity.

Child on child abuse is **NEVER** okay...

RUSHEY MEAD
ACADEMY

If you have been harassed or abused, in person, through messaging or online, or if you've witnessed this happen to someone else, you **MUST** report this to a trusted member of staff or email

Safe@Rushey-TMET.UK

This kind of behaviour is **NEVER** okay. It is not 'banter'.

Child on Child abuse could include:

- . Online abuse or harassment
- . Bullying
- . Harassment
- . Sexual violence
- . Sexual harassment (Verbal, Physical, Online)
- . Sharing inappropriate photos
- . Inappropriate comments
- . Unwanted touching



Be an Upstander

ATTENDANCE

High levels of attendance are important for students' progress and building good habits for the future. Please make sure your child attend school every day. If your child is ill, please remember to contact school on 0116 2663730 (select 1 for Student Support) by 9.30am so we are aware of where they are and why. Parents should also try to schedule medical and dental appointments outside of school time, as work missed in lessons is difficult to catch up with. We encourage parents to schedule appointments after 2.00pm, where possible, as only one lesson will be missed.

Research has shown, students that have excellent school attendance are more likely to:

- * achieve better grades,
- * develop healthy life habits,
- * develop important social skills,
- * and they have a better chance of succeeding.

To help improve attendance, it is important:

- * Not to take holidays/family trips during term time, this 'time-off' will never be gained back.



ATTENDANCE MATTERS

Attendance	Outcome	Missed Time	Missed learning
100%	0 days absent	0 lessons	All lessons are attended, therefore all possible learning can happen
99%	2 days absent	10 lessons	
98%	4 days absent	20 lessons	
97%	6 days absent	30 lessons	
96%	8 days absent	40 lessons	The equivalent of one academic year of religious Education, Art, Drama or music lessons
95%	10 days absent	50 lessons	
93%	14 days absent	70 lessons	The equivalent of one academic year of History or Geography lessons—one of the compulsory EBACC qualifications at GCSE.
90-92%	15-20 days absent	100 lessons	The equivalent of one academic year of English, Maths or science lessons.
86-89%	21-27 days absent	120 lessons	There are 120 guided learning hours in one GCSE qualification. Absence at this level is worth the equivalent of missing an entire GCSE's worth of learning.
81-85%	28-38 days absent	174 lessons	
80% and below	39+ days absent	228 lessons	The equivalent of almost two GCSE's worth of learning

A student who has attendance of 80% and below for 5 years will miss 1140 lessons throughout their secondary career. This is equivalent of 20 GCSEs learning time!

MOBILE PHONES/DEVICES



Mobile devices are an important part of most people's lives, and we know that parents and carers appreciate being able to contact their children before and after school. However, strong research has shown that mobile devices are a real distraction for students and will negatively affect their learning. Studies have shown that banning or restricting students' access to their mobile devices can improve learning considerably—GCSE results at the Ebbsfleet Academy in Kent have almost doubled since the school banned smartphones in 2013!

- Students must not have their phone or mobile device visible anywhere on site, at anytime.
- Mobile devices should be "Off And Away All Day", and stored out of site. This includes break and lunchtimes.
- If a mobile device is heard, it will be confiscated.
- Headphones should not be visible.
- Students must not photograph or video staff or other students whilst on RMA premises, both inside and outside the building.
- Inappropriate use of mobile devices is not permitted and will lead to the mobile device being confiscated. Inappropriate use of mobile devices includes, but is not limited to: answering telephone calls or texting during lesson time; the use of mobile devices to threaten or bully; recording or watching inappropriate video footage; playing music without headphones; using inappropriate language; and uploading content to social networking sites.
- Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.
- Mobile devices in school are the students' responsibility. The school/Trust accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

In an emergency, students will be allowed to use the academy telephone to phone home; parents can likewise phone school with a message, which will be passed on to their child.

Full details are available in the Behaviour Management Policy on the [school website](#).

We appreciate your support in ensuring that our young people are focused on learning and achieving their very best in lessons and interacting with their peers at social times.



RUSHEY MEAD
ACADEMY

OFF AND AWAY

All day

Turn off your mobile phone and put it away during the school day.



Switch your smart watch to flight mode.



Put away headphones and earbuds.



If you need to speak to your family please go to student support.



Only use it when a teacher says you can.



DAILY AND LUNCHTIME EXPECTATIONS

At Rushey Mead, we expect our students to follow the “Rushey Way” and demonstrate outstanding behaviour and good habits every day. We have summarised our expectations in the last two documents. We hope you will support us to enable these expectations, so that students develop good habits to help them flourish both at school and beyond.

UNIFORM

Our uniform encourages students to wear clothes appropriate for working in school. We believe that having a uniform helps students to prepare for their futures in the world of work, where adherence to a dress code is usually expected.



Our uniform expectations are listed below.

1. **Everyone** will wear the **grey blazer** with a **white shirt** and **school tie**. Either grey trousers or grey skirt supplied by **Uniform Direct only** must be worn **AT ALL TIMES**. **The original shape of the trouser must not be altered (15cm leg width)**.
2. **Plain white shirts**, buttoned to the neck and either short or long sleeved only. Shirts must be **tucked in**.
3. **Skirts must not be rolled over or worn above the knee**.
4. **Ties** will be tied correctly, **tie length must meet the waistband** of the skirt or trousers.
5. **A plain jacket, overcoat or shawl** may be worn over the top of the blazer. Only **jumpers from Uniform Direct** can be worn under the blazer. **No hoodies, denim or sports logo tops** are permitted at any time. No jackets, overcoats or shawls inside the classroom.
6. **Jewellery must be discreet**, Chains should be **inside** shirts or jumpers and not visible. **Only single studded nose and ear piercings** are permitted.
7. **Headscarves/turbans/topis/durags** must only be plain **grey or black**.
8. **Hair accessories** must only be white, grey or black (they can be patterned)
9. **False nails, acrylic nails and gel nails are not permitted in school**.
10. **No excessive makeup** is permitted, this includes **false eye-lashes**.
11. **Leggings (black or grey) covering the ankle or tights (black, grey or flesh coloured)** may be worn under the skirts but no knee length socks. **Socks must be black or grey only and over the ankle**.
12. **Footwear** will be **flat, plain, black and clean** with no coloured laces, stitching, logos or patterns. **Heels must not be higher than 3cm**.
13. **Students must have their ID badges with them at all times**.
14. **At break and lunchtimes only** – blazers maybe removed in warm weather, after playing outside ties should be put back on and shirts tucked in.
15. **Jumpers should not be tucked into** skirts or trousers.

Uniform can be purchased from Uniform Direct | 54-56 Humberstone Gate, Leicester LE1 3PJ.

SUPPORTING YOUR CHILD WITH LEARNING

The overarching goal of the curriculum at Rushey Mead Academy is to give all students access to the best which has been thought, said, written and created in every field of human endeavour.

Following on from the annual parent survey it was identified that parents/carers wanted to know more about what their child is learning at school. As such, we wanted to highlight that we have a wealth of information on our school website about our curriculum. Our curriculum overview can be accessed at our website - [click here](#).

The best way to see what your child is learning is to see view the curriculum maps for each subject by clicking on the KS3 or KS4 maps. Please note, these are regularly updated when changes happen to the curriculum.

DANCE CURRICULUM MAP EXAMPLE

[Art and Photography](#)

[Business Studies](#)

[Computer Science](#)

[Creative Arts](#)

[Dance](#)

[Design Technology](#)

[English](#)

[Geography](#)

[History](#)

[Mathematics](#)

[Media](#)

[Modern Foreign Languages](#)

[Music](#)

[PSHE](#)

[Physical Education](#)

[Religious Education](#)

[Science](#)

Subject – Drama		KS3 Curriculum Mapping	
Project	Year 7	Year 8	Year 9
1 Devising in response to stimuli	<p>Stimuli/themes Poetry and a script about bullying. Exploring the effects of bullying on an individual and exploring ways someone might help themselves if they were bullied.</p> <p>Skills and knowledge Effective collaboration Responding successfully to a stimulus Using dramatic devices to show understanding of a theme Creating a character which portrays the theme Basic stage principles when acting out a script. Ability to evaluate a performance.</p>	<p>Stimuli and themes The Slave Trade – photographs, extracts from 'Roots'. Genre – Theatre in Education Skills and knowledge Creating a devised themed piece based on historical research. Understand the features of Theatre and Education and how they convey meaning. Using dramatic devices to understand how the characters feel and what experiences they might have had. Using research to inform and create believable characters in own devised piece. Exploring how to portray cultural context and location using set, music, costume and props. Evaluating how effectively the information about Slavery is portrayed for the target audience.</p>	<p>Stimuli and themes A poster and a newspaper article to create their own plot exploring the theme of Regret</p> <p>Skills and knowledge Using dramatic devices to create characters with a back story, develop plot and show understanding of the theme. Understand how to structure a devised piece using an exposition, development, climax and denouement. Select design aspects adding meaning to the drama, exploring use of sound, lighting and set to highlight theme. Identify how dramatic devices are used and evaluating how effectively the ideas are portrayed.</p>
2 Performing play texts	<p>Stimuli/themes Interpreting the witches spell from 'Macbeth' and the opening scenes in 'Ernie's incredible Illucinations'. Theme – fantasy</p>	<p>Stimuli/themes Stimulus and themes Script 1 – 'Joyride' a story of a boy who steals a car and causes an accident. Style – naturalism.</p>	<p>Stimuli/themes Romeo and Juliet – The prologue, scene 1 and 'Death on a summers day'. Focus on the role of a director exploring how to convey the theme of 'conflict'.</p>

MATHEMATICS CURRICULUM MAP EXAMPLE

Subject: Maths

KS3 Curriculum Mapping

	Year 7	Year 8	Year 9
HT1	<p>Calculations</p> <ul style="list-style-type: none"> - Multiply and divide decimals by transposing them to integers first. - Add and subtract proper fractions and mixed numbers with different denominators and be able to predict if the answer will be greater or less than a whole. - Calculate a percentage of a quantity and solve simple interest problems. <p>The number system</p> <ul style="list-style-type: none"> - Order positive and negatives fractions and decimals. - Multiply and divide numbers by powers of 10 without a calculator. - Round numbers to 2 d.p. and 1 s.f. 	<p>Calculations</p> <ul style="list-style-type: none"> - Multiplying and divide a fraction by an integer, by a unit fraction and by a general fraction - Solve problems involving calculating with negative numbers. - Increase and decrease a number by a % using a decimal or fraction multiplier. <p>The number system</p> <ul style="list-style-type: none"> - Convert improper and mixed fractions to decimals and percentages. - Estimate answers to check if an answer if of the correct size. - Use the answer to a given calculation to determine the answer to another. 	<p>Calculations</p> <ul style="list-style-type: none"> - Use multipliers to solve problems involving repeated percentage change, compound interest and reverse percentages. - Convert between fractions, decimals and percentages to find the most appropriate method to use in a calculation. <p>The number system</p> <ul style="list-style-type: none"> - Solve problems involving numbers expressed in standard index form with and without a calculator. - Recognise that measurements given to the nearest whole unit may be inaccurate by up to half a unit in either direction.
	<p>Indices</p> <ul style="list-style-type: none"> - Use index laws with numerical and algebraic expressions involving multiplication and division of integer powers. - Derive a formula from words or function machine and in simple cases, change its subject. - Rapidly recall and use square 	<p>Indices</p> <ul style="list-style-type: none"> - Write functions from words and diagrams using function notation and substitute in positive and negative integers, fractions and decimals - Rearrange formulae expressed in algebraic form where the subject appears only once - Use and understand prime 	<p>Indices</p> <ul style="list-style-type: none"> - Understand that even powers and roots are always positive but odd can be positive or negative. - Substitute values into complex expressions and formulae involving powers and roots - Simplify algebraic expressions using multiplication and division

HOMWORK

Homework is integral to a student's development of skills and knowledge. It enables them to:

- * consolidate and extend work covered in class or prepare for new learning activities.
- * enhance their study skills e.g. planning, time management and self-discipline.
- * take ownership and responsibility for learning.
- * have an opportunity for independent work.
- * access resources not available in the classroom whether at home or elsewhere.
- * share learning with parents/carers.

At Rushey Mead we carefully choose the homework we set, always setting work that we know will actively help students' progress. There may not work set for all subjects every week, as homework is never set simply out of routine, it is set only where there is a specific task that we know will actively promote learning and can be effectively carried out at home.

You can see faculty guidelines about how much homework is set on the school website. <http://www.rushey-rmet.org.uk/Parents/Homework/>. Please note, these are regularly looked at and updated by faculty leaders. Failure to hand in homework will trigger the use of the consequence system.



If you have any questions regarding any of the items covered in this documents please contact your child's year team at the school. Thank you.